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ABSTRACT

This survey of 22 secondary school libraries in southeastern Connecticut, conducted to determine the extent of school cooperation in cooperative library activities, quantified the schools which have the tools of interlibrary cooperation (union lists, directories, etc.) and identified the number of schools which engaged in specific regional cooperative activities. The survey also identified the perceived obstacles to cooperation, and indicated the importance of a delivery apparatus for interlibrary loan and a telephone in the media center. Several factors were analyzed as obstacles to library cooperation: (1) lack of staff time to coordinate activities, (2) board of education policy, (3) size of collections, (4) size of book budget, and (5) concern that the school would be accountable for lost materials. There seemed to be no direct relationship between any of the perceived obstacles and a school library's ability to engage in cooperative library activity. It is suggested that the attitudes of the individual library media specialists and their willingness to cooperate are the key factors in a school's ability to engage in cooperative activities. An 18-item reference list, six data tables, and a copy of the survey instrument accompany the text. (Author/JL)

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A SURVEY OF SCHOOL LIBRARY PARTICIPATION IN COOPERATIVE ACTIVITIES IN SOUTHEASTERN CONNECTICUT

Eugene A. Lynch

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The primary focus of this survey is the extent to which school library media centers in Southeastern Connecticut participate in cooperative library services. A secondary intention is to determine the obstacles preventing greater cooperation between school and other libraries. Before describing the specific details of the survey or its findings some background into the nature of cooperative activities is necessary.

The terms cooperation, multitype libraries and networking are becoming very commonplace. The National Commission on Libraries and Information Science defines a library network as "a formal arrangement whereby materials, information, and services provided by a variety of types of libraries and/or other organizations are made available to all potential users" (15:6). Articles reporting networking arrangements can be found in rather abundant supply in the current library literature. Since the mid-1970's the trend to engage in such cooperative activities appears to have gained considerable momentum.

Network functions at the national level involving sophisticated technology such as the services of OCLC (Ohio College Library Center) and RLIN (Research Library Information Network) are well established. At the local and state levels library associations are forming multitype cooperatives in order to share resources and provide cooperative services. Multitype library cooperatives including school library media centers now exist in Colorado,

Illinois, Indiana, Maryland, New York, Oregon, Washington and Wisconisn (3:31).

Several clear recommendations to include school library media centers in networking activities emerged from the 1979 White House Conference on Library and Information Services (17:162). Federal funds to develope such multitype networks, however, have not materialized in meaningful amounts. Despite the absence of such national support, the local, regional and state efforts to form viable multitype cooperatives continue to increase.

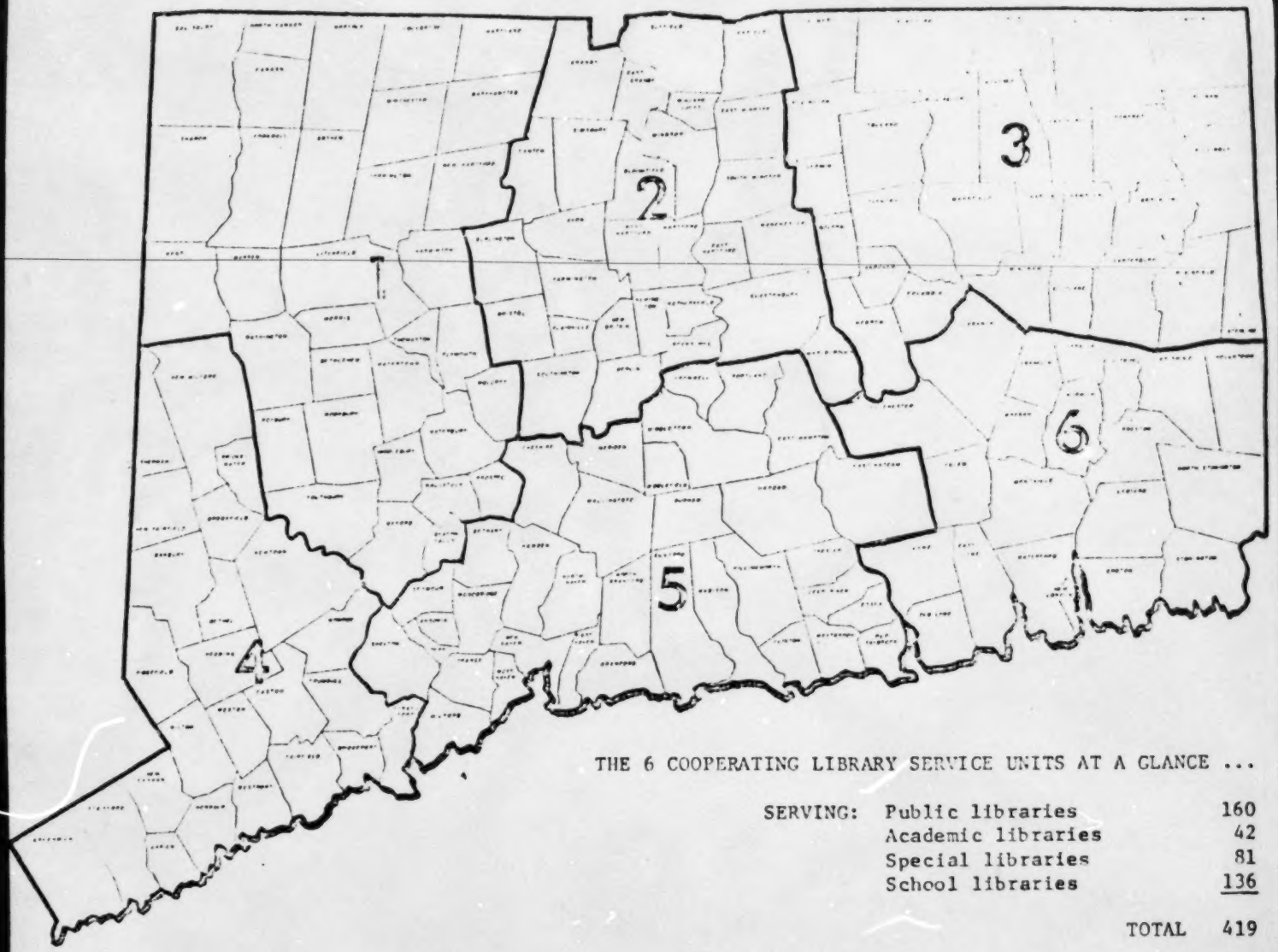
In 1975, the Connecticut State Legislature passed Public Act 75-363 "An Act Concerning Cooperative Library Service Units". With the passage of this bill came the creation of the Cooperative Library Service Unit (CLSU) Review Board whose responsibility it was to encourage the formation of a statewide system of regional cooperating units of multitype libraries (7:799).

As a result of this legislative action and years of informal library cooperation among librarians, regional cooperative library service units are a reality in Connecticut. More than 419 libraries have joined to form the six CLSU's operating in Connecticut and which are shown in Figure 1. School library media centers represent thirty two percent or 136 of these libraries statewide.

Each CLSU or regional library association consists of voluntary members who elect an executive board which is responsible for the operation of the CLSU. In addition, each CLSU has hired a regional coordinator who manages the cooperative activities within the region and works with the other regional coordinators to promote cooperation among the regions. Activities of the coop-

FIGURE I

Cooperating Library Service Units At A Glance...



THE 6 COOPERATING LIBRARY SERVICE UNITS AT A GLANCE ...

SERVING:	Public libraries	160
	Academic libraries	42
	Special libraries	81
	School libraries	136
	TOTAL	419

erating libraries have included cooperative acquisitions, inter-library loan, cooperative purchasing of supplies and bindery services (to increase discounts to member libraries), and use of automated systems for circulation control and remote catalog access.

The cooperative activities described above have principally involved public and academic libraries, with some participation by special libraries as well. School library media personnel do have seats on each of the six CLSU executive boards. In addition, school media personnel hold seats on two key state level boards, the CLSU Review Board and the State Advisory Council on Libraries.

Although school media personnel are represented on these various boards and in the general membership of the regional associations, the extent of their involvement in specific cooperative activities is still undetermined. The intent of this survey then was to determine both the degree of such involvement in Southeastern Connecticut and what obstacles prevent further school participation in cooperative activities.

Who Was Surveyed

The survey was designed with the assistance of James Benn, Regional Coordinator for CLSU Six, and printed with the assistance of his staff at the offices of the Southeastern Connecticut Library Association (SECLA). The appendix contains a copy of the survey.

The survey was sent by mail to the thirty four secondary school libraries listed in the 1980 Directory of Connecticut Libraries and Media Centers for CLSU Six. Sixty five percent or 22 libraries responded to the survey by returning them in stamped,

preaddressed envelopes. The data collected from these 22 respondents forms the basis for this report's conclusions.

The distribution of respondents by type of institution was as follows:

High schools (grades 9-12)	11
Junior high schools (grades 6-8)	8
Combined junior/senior high schools (grades 7-12)	3

Twenty of the schools are public schools and two of the schools are private schools. Nineteen of the 22 responding schools are members of CLSU Six. Two of the three nonmembers are able to take advantage of regional cooperative activities because of their affiliation with their school district's media processing center which is a member. Therefore, only one nonmember, a small private high school, is currently ineligible to participate in regional cooperative activities. (The only requirement for participation is the payment of a $15.00 membership fee; the rate for schools is considerably less than the basic fee for other libraries).

Twelve schools did not respond to the survey. Half of the schools (six) are high schools while the other half are junior high schools. Only one of the nonresponding high schools is a principle public high school; the other five are private high schools.

It would be very useful to obtain descriptive data relating to various characteristics of the nonresponding schools for comparative purposes and also their reasons for not responding. However, due to the fact that forty percent of the nonresponding schools are private institutions it is difficult to obtain infor-

mation relating to such things as their student enrollment, budgets, and library staff certifications.

It was disappointing not to have received responses from two of the fairly large private college preparatory schools in particular. Each school has a strong academic reputation and its library is staffed by full time personnel although their professional status is unknown. It would appear that each of these schools would have much to gain from participation in cooperative services as well as much to offer.

The traditional suspicion between public and private institutions and the possible legal problems of sharing resources purchased from public and private funds undoubtedly contribute to the lack of private school participation in regional cooperative activities. It is hoped that in the not too distant future these barriers (real and imagined) can be overcome to the benefit of all. Perhaps the results of this survey will demonstrate that the effects of many imagined obstacles to greater cooperation are not so formidable.

The "Cooperation Quotient"

In tabulating the responses of the twenty two responding libraries a "cooperation quotient" was devised. This figure is a percentage of the positive responses to all the questions relating to cooperative services. If a library answered all such questions affirmatively it would have a cooperation quotient of 100%; conversely, the fewer positive responses the lower cooperation quotient. The survey responses ranged from cooperation quotients as high as 94% to as low as 14% (the average for the total sample was 46%).

Influence of Delivery System (Connecticar)

A revealing factor in measuring a school's cooperation quotient appears to be participation in the state and regional delivery system called Connecticar. The state library manages a system of interlibrary loan with established regular delivery among libraries within the six CLSU's. Administration and supervision of the Connecticar system is provided by the Connecticut State Library.

As a means of improving interlibrary loan within its own region, CLSU Six contracted with the state in 1979 for additional Connecticar stops at member libraries. Libraries that were receiving Connecticar could have delivery days increased while libraries that had never had the service were offered Connecticar for the first time. School library media centers had never been offered Connecticar service until this time. Eight public school library media centers (six high school and two junior high schools) requested and began to receive Connecticar delivery for the 1979/80 school year. It should be noted that CLSU Six is the only CLSU in the state which has made such an arrangement with Connecticar to provide direct delivery to schools.

Despite problems with the irregularity of the Connecticar schedule at times, those libraries responding to the survey that had Connecticar service had a significantly high cooperation quotient than non-Connecticar libraries in the sample.

The average cooperation quotients of the three delivery groups were found to be:

Connecticar (eight libraries)	67%
Indirect delivery (nine libraries)	37%
No delivery (five libraries)	29%

The figures above demonstrate that those school libraries with direct Connecticar delivery had an average cooperation quotient of 67% as a group. Those libraries with indirect delivery (through the local public library or district media center) had an average cooperation quotient of 37%. The figures continue to drop off dramatically for those libraries that do not avail themselves to any delivery system and have an average cooperation quotient of 29%.

Of the five libraries that have no delivery apparatus, two said they would like to receive Connecticar in the future. Of the nine library media centers that use another agency as a drop off point for interlibrary loan materials, three libraries would like to receive Connecticar in the future. This information was given to the CLSU Six Regional Coordinator and delivery should begin when school reopens in the fall(1981).

It would be useful to repeat this survey in the future in order to examine the changes which result from Connecticut delivery to these schools. Increased participation in cooperative activities above the current levels would underscore the importance of the delivery system as an essential element in cooperative services.

Highlight of Eight Key Survey Questions

Eight particular questions involving key cooperative elements were tabulated and the scores were compared among the three delivery groups (Connecticar, indirect delivery and no delivery). The questions focused on the tools of interlibrary cooperation (union lists and directories), the willingness to use those tools, patron knowledge of union lists, and general willingness to engage in certain cooperative activities. The results listed in Table I clearly indicate that the libraries with direct Connecticar delivery have a higher involvement in cooperative activities when compared to libraries with indirect or no delivery system.

Of particular note is the question which asked "Would you be willing to lend materials to another area library?". The response of the Connecticar schools was 100% in the affirmative; indirect delivery libraries willing to lend materials was 67%; libraries with no delivery system scored 60% in the affirmative. While libraries with direct Connecticar delivery seem more willing to lend materials to other libraries, it is encouraging to note that at least 60% of the libraries in the other two groups would consider lending materials in the future. Perhaps this can serve as a basis on which to establish cooperative relationships with these libraries in the future.

TABLE I

EIGHT KEY QUESTIONS CONCERNING

COOPERATIVE ACTIVITIES

		Connecticar	Indirect delivery	No delivery
# 4.	Do you have a copy of the SECLA Directory of member libraries?	88 %	56 %	60 %
# 6.	Have you used the above directories to provide some services to your patrons?	75 %	22 %	20 %
# 8.	Do you have a copy of the SECLA Union List of Periodicals?	88 %	44 %	60 %
#10.	Do your patrons know about the Union List?	75 %	22 %	0 %
#15.	Do you use the SECLA office for interlibrary loan?	75 %	33 %	0%
#17.	Do you contribute an author card of your new acquisitions to the SECLA Union List?	38 %	22 %	0 %
#18.	Have you been called upon to lend materials to other area libraries?	88 %	11 %	20 %
#19.	Would you be willing to lend materials from your school library to another area library?	100 %	67 %	60 %
	Totals:	78 %	35 %	28 %

In question #16 each library was asked if it had used any of the SECLA sponsored services listed below:

Interlibrary loan of books, etc.

Bulk buying of library supplies through Demco

Cooperative book buying through Baker and Taylor

Southeastern Connecticut Film Circuit

Graphic artist consultant

Cooperative bindery services via Waterford Public Library

Again, the Connecticar libraries as a group responded to question #16 more positively than either of the other two delivery groups:

Connecticar libraries	88%
Indirect delivery libraries	56%
No delivery libraries	40%

When asked if they would like to explore the use of any of the aforementioned SECLA sponsored services in the future, the libraries with indirect delivery were fairly willing (77%) whereas the libraries with no delivery system were not very interested (20%). The Connecticar libraries who as a group already use a number of the SECLA services indicated that 63% of the group would like to explore the use of particular services they are not currently using.

Role of Telephone

The ability to engage in cooperative activities depends perhaps as much on telecommunications as it does on the availability

of a delivery system. The National Commission on Libraries and Information Science (NCLIS) Task Force on the Role of the School Library in Networking issued a report which mentioned the irony that despite the availability of sophisticated technology in many libraries, some school library media centers are still without a telephone. The report went on to stress the importance of a "rapid transmission of information requests, and prompt delivery of materials" as essential elements of cooperative services (15:53).

An examination of the interlibrary loan (ILL) statistics for SECLA during the 1980 calendar year appears to underscore the importance of the telephone as well as its interrelation with a delivery system.

TABLE 11

INTERLIBRARY LOAN AND THE TELEPHONE

# ILL Requests	Telephone ?	Type of School	Delivery System
46	Yes	Junior High	Connecticar
28	Yes	Junior High	Connecticar
22	Yes	High School	Connecticar
8	Yes	High School	Connecticar
8	Yes	High School	Connecticar
1	Yes	High School	Indirect
1	Yes	Junior High	Indirect
1	N.A.	High School	N.A. (did not respond to survey)

The number of ILL requests made through the SECLA office by school librarians during 1980 ranged from 46 to one. Of the six libraries that made more than one request during 1980, five libraries or 83% had telephones. Also, the same five libraries have direct Connecticar delivery which tends to reinforce the importance of both the telecommunications as well as delivery components in order to make use of ILL. Of the three libraries that made only one ILL request during 1980, two had telephones but do not have direct Connecticar service.

Obstacles to Cooperation

Having seen that the availability of a delivery system and a telephone in the media center tend to promote cooperation, the question of what obstacles prevent cooperation was addressed. In their position paper prepared for the NCLIS Task Force on School Library Networking, Hines and Johnson refer to a study by John Fettleman which states that "the obstacles to resource sharing are no longer in technology, but in people." (11:20). David R. Bender echoes this sentiment when he states that "the technology and resources are available and yet our number one challenge still remains people - their attitudes, their notions, their fears, their emotion." (3:32).

Realizing that such fears do indeed prevent or at least inhibit cooperation between libraries, the survey attempted to identify the obstacles perceived by the school librarians which might prevent greater cooperation.

Question #20 asked librarians to rank "the major obstacles preventing greater cooperation" from the following list:

No delivery system

Lack of staff time to coordinate efforts

School or Board of Education policy prohibits loan of material to non-students

School collection not large enough to support use by non-students

School library would be accountable for items lost or damaged by students

TABLE 111

OBSTACLES TO GREATER COOPERATION

Obstacles	Number of libraries citing concern	Number of libraries citing concern as number one obstacle
Staff time	15	11
Size of book collection	14	5
Library accountable for lost material	10	0
No delivery system	8	2
Policy prohibiting loan of material	3	0

Size of Book Collection as Obstacle

The concern that the book collection was not large enough to support use by non-students in addition to students was cited as a major obstacle by 14 of the 22 respondents. Five respondents

believed this to be their number one concern. It is interesting to note, however, that four of these five libraries have book collections equal to or better than the average for the entire sample (15 books per student).

One of the libraries that cited this concern had thirty books per student which is double the per capita average (15) for the entire sample. In fairness, however, one must use such figures cautiously. The size of a book collection is not necessarily an accurate reflection of its overall worth.

Lack of Staff Time as Obstacle

Another major obstacle to greater cooperation cited by respondents was a lack of staff time to coordinate cooperative efforts. Fifteen of the twenty two respondents (68%) cited a lack of time as a major obstacle to engaging in further cooperative activities. In order to place these responses in context and to validate the responses, three separate measures of staff time were computed. First, the average number of professional library staff members was computed for the entire sample and then compared by delivery group. Second, the average amount of nonprofessional library staff hours worked weekly was computed and compared. Third, the ratio between student enrollment and total library staff was computed.

TABLE IV

THREE COMPARISONS OF AVERAGE
STAFF SIZE BY DELIVERY GROUPS

	Connecticar	Indirect delivery	No delivery	Total sample average	
Professional librarian	.95	1.22	1.48	1.22	(FTE)
Hours weekly nonprofessional staff	46.30	10.33	8.0	25.00	(Hours)
Student : total library staff ratio	404 : 1	447 : 1	473 : 1	437 : 1	(Ratio)

Most of the libraries sampled have one full time equivalent (FTE) professional staff person per school. The public high schools in the sample averaged slightly more than one professional (1.17) in each school whereas the public junior high schools averaged exactly one professional library media specialist per school. It is interesting to note in the figures shown in Table IV that as a group the Connecticar libraries have the lowest average professional staff of slightly less than one full time equivalent (.95) per school.

The difference among the three delivery groups of average nonprofessional hours weekly would at first glance tend to support the argument that the lack of staff time is a legitimate obstacle to cooperation. As a group the libraries with direct Connecticar have an average of 46.30 hours nonprofessional staff weekly compared to an average of 10.33 hours weekly for libraries with indirect

delivery. This is a significant difference and it would appear that the size of the support staff has a direct bearing on the ability to engage in cooperative activities.

Further, a comparison of the ratio between student enrollment and total library staff, when compared by delivery group, would also tend to support the contention that a lack of staff time is a major obstacle to cooperation. The libraries with no delivery system had the largest student to library staff ratio (473 : 1), while the Connecticar libraries had the lowest ratio (404 : 1).

It has already been demonstrated that, as a group, the Connecticar libraries are more often engaged in cooperative activities than the libraries in the other two delivery groups. However, of the fifteen libraries that cited a lack of staff time as a major obstacle to cooperation, eleven of these libraries (73%) have a lower student : staff ratio than the average for the entire sample. In addition, of the eleven libraries that cited a lack of staff time as the number one obstacle, seven of these libraries have student : staff ratios below the average for the entire sample.

Further, the two libraries with the greatest number of ILL requests during 1980 have an average of twenty two hours paraprofessional support staff time weekly. This amount is significantly lower than the forty six hours weekly support staff time averaged by the Connecticar school libraries and slightly lower than the total sample average of twenty five hours support staff time weekly.

While a lack of staff time may inhibit meaningful productive work output, a lack of staff time cannot be viewed as an absolute prohibitor of cooperation. Libraries in the survey sample do seem

able to engage in cooperative activities in spite of manhour shortages. Perhaps the manner in which time is budgeted is more significant than the total amount of time spent.

Future research should concentrate on establishing exactly how much time is spent on specific tasks relating to cooperative activities (eg. time spent informing patrons of services, locating ILL materials, relaying an ILL request). Such analyses would reveal how much or how little time is necessary in order to engage in cooperative activities.

Per Capita Book Budget as a Factor

Another factor which was investigated relates to the size of the per capita book budgets of the sample libraries. It proved difficult, however, to draw clear conclusions from the data gathered. The average per capita book budget for the entire sample was $7.14 per student.

The library groups with a greater involvement in cooperative activity (demonstrated by cooperative quotient) did tend to have higher book budgets. Inconsistencies emerged, however, within each group. Four of the Connecticar libraries have budgets below average; one as low as $3.45 per capita. Six of the top ten (cooperation quotient) libraries have book budgets below average. Seven of the ten libraries that used ILL during 1980 have per capita book budgets below the average; one as low as $2.50. Six of the high schools have below average book budgets; one as low as $1.91 per capita. Conversely, a number of individual libraries within groups whose book budgets as a group were below average had budgets well above the average for the entire sample.

TABLE V

PER CAPITA BOOK BUDGET BY LIBRARY GROUP

	Per capita book budget	Cooperation quotient
Connecticar group	$ 11.13	67 %
Top ten libraries (by cooperation quotient)	$ 10.19	66 %
Ten libraries that used ILL (during 1980)	$ 9.26	59 %
High school libraries	$ 7.83	50 %
AVERAGE FOR THE ENTIRE SAMPLE	$ 7.14	46 %
Junior high school libraries	$ 6.57	43 %
Indirect delivery group	$ 4.46	37 %
No delivery group	$ 4.58	29 %

As a result of the inconsistencies cited above it is difficult to determine the relationship between the tendancy to engage in cooperative activities and the size of a library's book budget. Would a large budget and a large book collection tend to foster independence for a particular library and, therefore, less of a need for cooperation or would they foster greater expectations among library users and, therefore, a need to use more outside resources? Further study of these issues will be necessary before any firm conclusions can be drawn.

State versus Regional Services

One final issue that was examined was the extent to which school libraries rely on state and/or regional tools in order to engage in cooperative activities. Three comparable services were examined. The libraries were asked if they had copies of the state and regional directories, if their library was listed in each directory, and if they had copies of the state and regional Union Lists of Periodicals.

TABLE VI

COMPARISON OF STATE AND REGIONAL SERVICES

	State	Regional
Do you have a copy of the state or regional library directories?	14 %	68 %
Is your library listed in the state or regional directory?	18 %	73 %
Do you have a copy of the state or regional list of periodicals?	9 %	64 %

The results were quite clear. On the average, only 14 percent of the libraries sampled used the state directories and union lists, even through these tools are more comprehensive than and actually include the regional lists. On the other hand, 68 percent of the libraries sampled indicated that they used the regional directories and union lists.

These results are not surprising when one considers that the main impetus for schools to engage in cooperative activities has come from within the region (its membership, executive board, regional coordinator) rather than from the state. Even the use of the state Connecticar delivery system was the result of a special arrangement made with the state by the CLSU Six executive board at the region's own expense.

Role of State Agencies

It was not until September 1980, with the publication of a newsletter entitled Working Together (published jointly by the Connecticut State Library and the State Department of Education), that any official encouragement came from the state level directly to schools relative to engaging in cooperative activities. Currently the role of state agencies continues on the level of encouragement rather than assertive leadership. There is no mandate that schools participate in regional cooperation nor is any funding available from state agencies to encourage such activity.

The single state coordinated service which, according to the results of this survey, has a significant impact on an individual library's ability to engage in cooperative activity is the Connecticar delivery system. Those school libraries in CLSU Six who use Connecticar directly or through another agency have shown a willingness to engage in cooperative activity. It would seem an appropriate role for the state agencies to encourage expanded use of Connecticar by school libraries.

Systematic Needs Assessment Required

Perhaps an even more important requirement than increased delivery systems is a thorough analysis of the need for cooperative services and the type of services that would be required. In her critical analysis of the NCLIS Task Force report on school library networking, Shirley Aaron stated that current recommendations for cooperative activity are made intuitively and "on informed opinion" (1:179). If cooperative activities are to perform a legitimate function in an effective manner, a more systematic needs assessment is required than has been conducted thus far.

This process suggests a legitimate role for agencies such as the State Library and State Department of Education. In order to design, administer, coordinate and analyze the results that such a needs assessment would entail, a great deal of cooperation and hard work will be required at the local, regional, and state levels. Based on the conclusions of such a thorough study, a coherent and comprehensive plan for school and public library cooperation can be implemented to the benefit of all library users.

Conclusion

This survey has attempted to determine the extent of school library participation in cooperative services in CLSU Six. Based on the data gathered from twenty two respondents, school libraries with direct Connecticar delivery seem to engage in more cooperative activities than libraries that use another agency for delivery or have no delivery system for interlibrary loan materials. There seems to be no direct

correlation between the size of book budget, book collection or staff size and a library's ability to engage in cooperative activities.

The real obstacle to cooperation may, as David R. Bender suggests, be attitudinal. Those libraries that have shown an interest in cooperation have been able to save money through bulk buying and cooperative purchasing. In addition, those libraries have been able to expand the resources available to their patrons through interlibrary loans from other cooperating school, public, academic and special libraries.

One element not dealt with directly in this survey is patron awareness of cooperative library activities. Usually a library's decision to engage in cooperation is made solely by the library media specialist. Perhaps greater patron awareness of the benefits would increase the demand for greater school library participation in cooperative activities.

School libraries that do engage in interlibrary cooperation can take advantage of that process to educate students in the use of unlimited resources. To meet the challenges of an ever increasingly complex world, students must become proficient in the use of sophisticated data bases and information technology. School library participation in interlibrary cooperation is a requisite first step to meeting that challenge.

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APPENDIX

March 19, 1981 -

Dear Colleague:

During these times of shrinking budgets our ability to serve the students and faculty of our schools is greatly jeopardized. Rising costs require constant reassessment of how our money is spent and we seem to get less for our dollar each year.

An inexpensive source of materials that we may not have explored thoroughly is available through inter-library cooperation. "Cooperation" and "networking" are buzz words that we hear much of these days. Obviously cooperation is not going to solve all our problems and cooperative ventures take time - another precious commodity.

The following survey is designed to determine what cooperative services you participate in and those which you might join in the future. All information will be kept strictly confidential as to its source. Upon completion of the project I do plan to share the general results with you and other participants (CLSU Region Six school libraries).

Many thanks for your time and efforts. Please use the enclosed stamped envelope to return your completed survey.

Sincerely,

Eugene A. Lynch

Eugene A. Lynch
Library/Media Specialist
East Lyme High School

1. Is your school library a member of SECLA (Southeastern Connecticut Library Association)? ( ) yes ( ) no

2. Do you have a copy of the State Directory of Libraries - SECLA region included? ( ) yes ( ) no

3. Is your library listed in this directory? ( ) yes ( ) no

4. Do you have a copy of the SECLA Directory of Member Libraries? ( ) yes ( ) no

5. Is your library listed in this directory? ( ) yes ( ) no

6. Have you used the above directories in order to provide some service to your patrons? ( ) yes ( ) no

   If YES, what service was provided (check as many as apply)
   ( ) answer reference question
   ( ) determine hours of another library
   ( ) ILL book ( ) ILL magazine article
   ( ) ILL xerox copy of some special material
   ( ) other _____

7. Do you have a copy of the Conn. Union List of Serials (contains all six CLSU library regions)? ( ) yes ( ) no

8. Do you have a copy of the SECLA Union List of Periodicals? ( ) yes ( ) no

   If YES, have you used the Union List for ...
   ( ) personal research ( ) to fill student request
   ( ) to fill faculty request ( ) for an administrator

9. Are the periodical holdings of your library in the Union List? ( ) yes ( ) no

10. Do your patrons know about the Union List? ( ) yes ( ) no

11. Do you receive CONNECTICAR service at your school? ( ) yes ( ) no

    If YES, how often? _____

12. If you do not receive CONNECTICAR service at your school, would you like to in the future? ( ) yes ( ) no

13. Do you currently use your local public library as a drop off point for ILL delivery? ( ) yes ( ) no

    If YES, for what type of material?
    ( ) books ( ) magazines ( ) AV software
    ( ) other _____

14. If you do not currently use your local public library as a drop off point for ILL but such an arrangement could be made, would you like to do so? ( ) yes ( ) no

    If YES, does your school district have an inter-school delivery system which could stop regularly at the local public library? ( ) yes ( ) no

15. Do you use the SECLA office for ILL? ( ) yes ( ) no

    If YES, for what type of material?
    ( ) books ( ) magazines ( ) AV software
    ( ) other _____

16.

If you use any of the SECLA sponsored services listed below, place a check in the box on the LEFT:	If you would like to explore the use of any of these services for the future, place a check in the box on the RIGHT:
( ) Inter-library loan of books, etc.	( )
( ) bulk buying of library supplies through DEMCO	( )
( ) cooperative book buying through Baker and Taylor	( )
( ) Southeastern Conn. Film Circuit	( )
( ) graphic artist consultant	( )
( ) cooperative bindery services via Waterford P.L.	( )

17. Do you contribute an author card of your new acquisitions to the SECLA Union List? ( ) yes ( ) no

Would you be willing to do so in the future? ( ) yes ( ) no

18. Have you been called upon to lend materials to other area libraries? ( ) yes ( ) no

If YES, what kind of materials?
( ) books ( ) magazines ( ) AV software
( ) AV equipment ( ) xerox copy of special item
( ) other _____

To what sort of library have you lent material?
( ) other school ( ) public ( ) special ( ) academic

19. Would you be will ing to lend materials from your school library to another area library? ( ) yes ( ) no

If YES, what kind of materials?
( ) books ( ) magazines ( ) AV software
( ) AV equipment ( ) xerox copy of special item
( ) other _____

20. What would you say are the major obstacles preventing greater cooperation between your library and other area libraries? Rank responses; #1 as <u>most</u> major

( ) no delivery system
( ) lack of staff time to coordinate efforts
( ) school or Board of Ed. policy prohibits loan of material to non-students
( ) school collection not large enough to support use by non-students in addition to students
( ) school library would be accountable for items lost or damaged by students
( ) other _____

_____

21. With what type of library are you most likely to share resources? Rank #1 as most likely, etc.
( ) school library within my district
( ) school library serving same grade level in another district
( ) local public library
( ) academic library
( ) special library

Do you have a phone in the library? ( ) yes ( ) no

22. Have you received the two issues of WORKING TOGETHER - a newsletter which encourages inter-library cooperation (published jointly by Betty Billman of the State Dept. of Education and Patricia Owens of the State Library)?
( ) yes ( ) no

23. Did you find any of the ideas contained in the newsletter of use to you? ( ) yes ( ) no

****

Name of school _____

Name of person completing survey _____

Total student enrollment _____ Grades served _____

Total book collection _____ 1980/81 Book budget _____

Number of magazine subscriptions _____

Does the library have any microfilm or microfiche?(circle)

Is supervision of the audiovisual equipment a function of the librarian/media specialist or a separate individual?

_____

Number of professional staff in library _____

Total number of hours weekly of paraprofessionals _____

****

Many thanks for your cooperation in completing this survey. If you have any comments about the survey or inter-library cooperation in general please add them before mailing back to me in the enclosed stamped envelope.